

**22 JULY 1994**



**Personnel**

**EDUCATION AND TRAINING PROCESS  
GUIDE**

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This instruction provides the recommended procedures to develop the Air Force Materiel Command's (AFMC) work force through education and training and to serve as an amplification of AFMCPD 36-1, *Education and Training*.

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## Chapter 1

### OCCUPATIONAL ANALYSIS AND TEMPLATE DEVELOPMENT

The macroprocesses summarized in AFMCPD 36-1 drive the education and training processes, policies and procedures. The following are the specific details describing occupational analysis and template development.

**1.1. Template Concept.** The template serves as a training management tool for multiple customers. External customers include: supervisors, employees, and others. Internal customers include: command course managers, command training managers, course developers, employee development specialists, occupational training managers, resource management officers, and other education and training personnel. Each may use the template for a different purpose and may only need to use portions of the template (e.g., a resource management officer may use the template for determining training resource requirements, while supervisors use it for determining training requirements for their employees). The primary purpose of the template is to identify training that supports specific job performance requirements at entry, intermediate, journeyman and advanced levels. A template, developed and maintained under the lead center concept, is the output product of an occupational review team. Use the template for training purposes only and not for promotion or classification actions. Core occupational templates define the training needed for the majority of individuals performing within a given occupation. Centers develop annexes to templates to capture additional needs that specific groups of employees in given occupations may need. Template completion instructions are in attachment 2.

**1.2. Occupational Analysis and Template Development Process Overview.** This process has five major activities: occupation identification, lead center assignment, occupational analysis/occupational review teams, template balloting and template maintenance.

**1.3. Occupation Identification.** Command training managers, in concert with the functional organization, analyze demographic information for assigned disciplines to determine applicable occupations. Also, occupational review teams, center education and training councils, education and training organizations or other sources may identify occupations.

#### **1.4. Lead Center Assignments.**

1.4.1. Command training managers recommend lead center assignments in conjunction with the concurrence of the functional organization, approval by HQ AFMC/DPE, and concurrence by the designated center's education and training director.

1.4.2. Accomplish the transfer of lead center assignment responsibilities as follows:

1.4.2.1. The lead education and training organization forwards the request for transfer to HQ AFMC/DPE.

1.4.2.2. HQ AFMC/DPE recommends a new lead center, obtains concurrence from that center's education and training director and facilitates the transfer.

1.4.2.3. Upon transfer agreement, the former lead center sends all supporting documentation and history to the new lead center.

**1.5. Occupational Analysis/Occupational Review Teams.** Establish an occupational review team in order to analyze an occupation and document job performance requirements with related data (e.g., method, source, resource requirements) on an occupational template. The occupational analysis process has three parts: establishing the occupational review team, collecting occupational documentation and developing the template.

**1.5.1. Establishing the Occupational Review Team.** The occupational training manager establishes the occupational review team composed of individuals from the affected occupation. The occupational training manager requests subject matter experts from the functional area to participate in the occupational review team. (Occupational review teams are most efficient when members are available for the duration.) Also, it may include personnel specialists (e.g., position classification specialists or staffing specialists), resource management officers, course developers, employee development specialists, or others needed to analyze the occupation and develop the template. The occupational training managers train the occupational review team members in the template development process and serve as the facilitator in establishing milestones, goals and objectives.

**1.5.2. Data Collection.** The occupational review team requests appropriate data from all sources pertaining to the occupation under study. Appropriate sources of data and documentation include: work plans, position descriptions, promotion evaluation patterns, position classification standards, special skill qualifications documentation, production acceptance certification documentation, Air Force specialty code descriptions, skill code analyses, demographics, occupational survey reports, career field education and training plans, existing course data and others.

**1.5.3. Template Development.** The occupational review team is responsible for development of an occupational template. The occupational review team:

1.5.3.1. Assembles and reviews data and applicable working documentation from affected centers (those centers that have employees in the affected occupation or answered the data call) as well as other appropriate sources. It also compiles all training source documentation for course identification in support of the job performance requirements.

1.5.3.2. Uses the assembled material and functional data to identify the job performance requirements that serve as the basis for template development. The occupational review team also identifies and includes all training required by law or regulation.

1.5.3.3. Combines the job performance requirements into common groups that can support individual segments or courses of instruction.

1.5.3.4. Completes the requirement column of the template with the code for regulation, law, policy, mission or certification requirement. List applicable regulations or policies in the comments section of the template.

1.5.3.5. Completes the source column with the course number and training location for each job performance requirement. When there is no applicable government course, obtain a course number from HQ AFMC/DPE. Enter this course number on the template.

1.5.3.6. Completes the cost data column. Documents the resource requirement information identified in the template completion instructions (attachment 2). The education and training organization assists in identifying any additional data needed for planning, programming and budgeting.

1.5.3.7. Completes all other columns of information (method, prerequisites, frequency, clarifying comments) in accordance with completion instructions in attachment 2.

1.5.3.8. Furnishes definitions of terms used on the template that are unique to this functional area.

**1.6. Template Approval.** Template approval procedures and an example of a template ballot (for core and overlay templates) are in attachment 3. Develop, approve and maintain template annexes locally. Provide a copy of all templates whether core, overlay or annex to the applicable command training manager.

## **1.7. Template Maintenance.**

1.7.1. The command training manager calls for the review of a template. Changes to the occupation will drive this review. The lead occupational training manager or other occupational training managers within the occupation may request a review. Perform this review by evaluating the template against known mission requirements and other sources of relevant data (e.g., command program changes, career field education and training plans, occupational survey reports, and changes to regulations and policy).

1.7.2. For retained templates:

1.7.2.1. The lead occupational training manager continuously obtains input from the command training manager and functional office of primary responsibility. Input should include policy, procedures, training issues/areas (e.g., new processes, programs, systems or directives), and changes to the Air Force specialty codes or career field education and training plans.

1.7.2.2. The lead occupational training manager incorporates relevant changes.

1.7.2.3. After update, the lead occupational training manager sends the template to the education and training organization at each affected center and HQ AFMC/DPE for review and comment. Affected centers send their comments back to the lead occupational training manager.

1.7.2.4. The lead occupational training manager sends the updated template to all affected centers for coordination. The lead occupational training manager forwards unresolved issues to the command training manager, who facilitates resolution.

1.7.2.5. After center coordination is complete, the lead occupational training manager sends the template to HQ AFMC/DPE for headquarters' coordination.

1.7.2.6. After all education and training organizations have concurred, the lead occupational training manager distributes the template to all center education and training organizations and HQ AFMC/DPE.

1.7.3. If the lead occupational training manager determines that a template is obsolete, the following applies:

1.7.3.1. The lead occupational training manager obtains affected center concurrence on the proposed disposal action.

1.7.3.2. The lead occupational training manager forwards affected center coordination on proposed disposal action to HQ AFMC/DPE.

1.7.3.3. The command training manager obtains the functional office of primary responsibility's coordination and HQ AFMC/DPE approval.

1.7.3.4. The command training manager disposes of the template in accordance with AFR 4-20V2, *Disposition of Air Force Records - Records Disposition Schedule*, table 50-4, rule 2.1.

## Chapter 2

### NEEDS ASSESSMENT AND REQUIREMENTS IDENTIFICATION

the following are the specific details describing needs assessment and requirements identification.

**2.1. Needs Assessment and Requirements Identification Concept.** This process translates identified needs into specific training requirements. There are four major activities in completing the identification of requirements. The major activities are identification of individual requirements, center requirements consolidation, command requirements consolidation and analysis, and out-of-cycle requests.

#### **2.2. Identification of Individual Requirements.**

2.2.1. The supervisor and the employee identify training requirements. They may utilize the assistance of the center education and training organization. They accomplish this requirements identification annually in response to the HQ AFMC/DPE data call. Identify training requirements for newly assigned employees within 30 days of the employee's reporting date and forward them to the center education and training organization.

2.2.1.1. For civilians, if templates exist for the individual's occupations, the supervisor compares the training needs identified on the templates with the individual's work experience, education and training history. Training history sources may include the personnel data system, AF Form 971, DD Forms 1556 and other sources that document employee training. Unmet training needs are the individual's template generated training requirements. For enlisted employees use templates, if applicable, in conjunction with the individuals AF Form 623 (enlisted specialty training record) and career field education and training plan. Officers may use the templates in conjunction with their career development plan.

2.2.1.2. If a template does not exist, the supervisor meets with the employee, and using information such as the position description and knowledge of the job performance requirements, identifies required training for the individual and identifies training sources.

2.2.2. After identification of the occupation specific requirements, the supervisor and employee identify any job related career broadening and individual skills enhancement needs not identified on the template. Courses identified in course catalogs (DoD 5010.16.C, Defense Management Education Catalog; AFCAT 36-2223, Air Force Formal Schools; the AFMCP 50-5, AFMC Course Catalog) and applicable career program pamphlets may satisfy these training needs.

2.2.3. If the employee demonstrates required knowledge, skills and abilities, and agrees there is no need for additional training, the supervisor determines required training. Conversely, the supervisor may determine that an employee who has received related training does not demonstrate the requisite competency to perform the job and needs additional training. Requests to waive training identified as being required by law or regulation must go through the issuing authority. Elevate disagreements between the supervisor and the employee to the appropriate level of management for resolution.

2.2.4. The supervisor records each individual's training requirements on an individual training plan. They combine and prioritize training requirements for all the individuals for which they are responsible and forward them to their functional organization. Compile training requirements by each organization, validate, prioritize, forecast and forward to the center education and training organization.



### **2.3. Center Requirements Consolidation.**

2.3.1. Annually, the center education and training organization compiles training requirements data, based on information provided by the functional organizations. The education and training organization in conjunction with the functional organizations ensure prioritization of actual and forecasted training requirements based on: mission priorities; potential for mission failure, damage to equipment, or danger to personnel if training does not occur; task criticality and other relevant factors. The occupational training manager validates training requirements to ensure the inclusion of only executable requirements in a center training management plan. Use the training management plan for budgeting and consolidating training requirements. It is the basis for a center training implementation plan.

2.3.2. The center education and training organizations:

2.3.2.1. Input requirements and associated data into the prescribed training data base to develop a seven year plan (according to AFR 27-9, *Control and Documentation of Air Force Programs*). HQ AFMC/DPE provides detailed format and guidance in conjunction with the annual budget call.

2.3.2.2. Review and revise the resource requirements data, develop any missing resource requirements data, and input resource requirements data into the data base.

2.3.2.3. Review and analyze the consolidated training requirements for the center to determine the recommended methods and sources. Accomplish method and source analysis using the process in AFM 50-2, *Instructional System Development*.

2.3.2.4. Forecast, with the appropriate functional representative, any changes to center workload and/or manpower that may impact training (i.e., new systems, reorganization or workload transfer). Submit these requirements to HQ AFMC/DPE as forecasted data. Consider a total of seven years data for this forecast.

### **2.4. Command Requirements Consolidation and Analysis.**

2.4.1. Upon receipt of a training management plan from each center, each command training manager analyzes the training requirements for assigned occupations. This analysis includes the total occupational requirement and preferred method and source alternatives proposed by each center. The command training management uses the support team for this analysis. The support team consists of the command employee development specialist, command resource management officer, command course manager, education services officer and enlisted specialty training manager. This analysis of command requirements for an occupation will help command training managers develop a prioritized list of command-wide training requirements. It also provides the command training manager with information needed to act as the advocate for the functional area.

2.4.2. Following individual review by the command training manager, all command training managers meet to conduct a command level analysis of the total training requirement. The purpose of this analysis is to optimize methods and sources and prioritize command-wide requirements.

**2.5. Out-of-Cycle Requests.** Should an out-of-cycle requirement arise, follow these AFMC specific procedures:

2.5.1. Supervisors identify out-of-cycle training requirements to their center education and training organization. Base out-of-cycle requests on mission changes or directed requirements. The occupational training manager analyzes the requirement to determine validity and best method and source.

2.5.2. Submit out-of-cycle requests in written format with justification. Justification must explain the reason for the training and the impact on the mission if not trained within the requested time frame. If you are requesting that training be brought to your location, please indicate if you will pay the travel and per diem of the instructor.

2.5.2.1. Civilians submit a DD Form 1556 to the center education and training organization with any out-of-cycle training request, in accordance with AFR 40-410.

2.5.2.2. Military members may require a DD Form 1556 for out-of-cycle training as outlined in paragraph 4.5 of this instruction.

2.5.3. The center education and training organization will forward centrally funded out-of-cycle requests to HQ AFMC/DPE.

2.5.4. Locally funded out-of-cycle requirements are handled locally. After exhaustion of local resources, submit out-of-cycle requirements, using the critical unfunded format, to HQ AFMC/DPE (contact HQ AFMC/DPE resource management officers for current format). Centers submit the requests through the local FM organization and send an information copy to HQ AFMC/DPE.

## Chapter 3

### RESOURCE MANAGEMENT

The following are specific details describing resource management.

**3.1. Resource Management Concept.** The resource management process is based on the output of the command requirements consolidation and analysis process. It identifies available resources; programs for out-year resource requirements; and documents funded and unfunded requirements by fiscal year, for seven years. HQ AFMC/DPE provides a baseline of resources for the out-years. There are three major activities in the resource management process: resource availability determination, budget submission and resource allocation.

**3.2. Resource Availability Determination.** The command resource management officers analyze the command training management plan to determine funding status with available resources. Document resource requirements with available resources as funded requirements. Document all others as unfunded.

**3.3. Budget Submission.** Command resource management officers develop a command financial plan using the command training management plan. Upon receipt of the command training management plan, the center resource management officers develop a financial plan and submit it to the local FMB organization.

**3.4. Resource Allocation.** Upon receipt of additional resources, the command resource management officer allocates the resources based on the training priority established in the command training management plan.

## Chapter 4

### EDUCATION AND TRAINING MANAGEMENT

The following are the specific details describing the development/acquisition, administration of delivery and maintenance of education and training.

**4.1. Education and Training Management Concept.** Education and training is developed/acquired, delivered and maintained based on: the results of the occupational analysis and template development; needs assessment and requirements identification; and the resource management processes.

#### **4.2. Center Training Implementation Plan Development.**

**4.2.1. Center Training Management Plan Assessment .** Upon receipt of a revised training management plan for the implementing year from HQ AFMC/DPE, the education and training organization checks with the education and training council to determine if there have been any mission changes.

**4.2.2. Resource Realignment.** Once the education and training council provides input, the occupational training managers will validate and/or update the training management plan. The center education and training organization aligns available resources (e.g., funds, manpower, equipment, facilities and supplies) to meet training requirements. Adjust methods and sources to assure the most efficient use of resources, if necessary.

#### **NOTE:**

Use funding for command-wide development or delivery of courses provided by HQ AFMC/DPE for that purpose.

The center education and training organization seeks additional resources to satisfy out-of-cycle and/or unfunded requests. The center education and training organization seeks resources from the functional area, the program management office (including systems program offices) or others. The center education and training organization will document funded requirements in a center training implementation plan (this serves as the annual installation training plan required by AFR 40-410). Send a notification of alternate resources acquired to HQ AFMC/DPE quarterly.

#### **4.3. Course Development:**

4.3.1. The initial projection for the method of delivery is documented on the occupational template. The command training manager identifies organic course development requirements to the command course manager. Base these requirements on the template's projection, training requirement identification (template or nontemplate) and training priority. Factors in determining training methods include the following: target audience, command applications, manpower resources, commercial expertise, funding, complexity of material, timeliness of need, recurring training need, expected changeability of course material, proprietary rights, and off-the-shelf commercial availability.

4.3.2. Command course managers negotiate with appropriate center section chief to assign lead responsibilities for course development. Factors used in this negotiation include expertise of course developers, workload and training requirements. Policy on organic course development is in the

AFMCM 50-14, *AFMC Course Development Manual*. HQ AFMC/DPE documents AFMC owned courses in AFMCP 50-5.

#### **4.4. Course Acquisition.**

4.4.1. Courses acquired for AFMC ownership will have an AFMC course number.

**4.4.2. Commercial Procurement.** HQ AFMC/DPE, or a designated center, may centrally procure commercially available courses for command use. Centers may also procure commercially available courses for unique training requirements. If the Air Force does not obtain proprietary rights or the right to make future changes, make an attempt to purchase duplication rights.

**4.4.3. Contractual Development .** HQ AFMC/DPE, or a designated center, may centrally procure course development for command use. Centers may procure course development for unique training requirements. A contract development decision may occur as a result of one or more of the following: a systems acquisition program office requires training development by the system's developer (ensure the inclusion of training cost in the contract); contracted course development was projected by the occupational template as the method of choice; the local or command training management team determines contract development is the most effective means of fulfilling the course development requirement. Consider proprietary rights when writing the contract.

#### **4.5. Administration of Delivery.**

4.5.1. There are five means by which AFMC may deliver training: formal education, enlisted specialty training, organic training, locally funded education/ training and centrally funded training.

4.5.2. Administration of:

**4.5.2.1. Formal Education.** Follow AFR 213-1, *Operation and Administration of the Air Force Education Services Program*. National Technological University and similar alternative electronic and satellite delivery programs offered on AFMC installations are subject to provisions and restrictions set forth in DoDD 1322.8 and AFR 213-1.

4.5.2.1.1. Alternate electronic and satellite delivery programs should not duplicate existing base programs.

4.5.2.1.2. When there is no memorandum of understanding between the government and an institution of higher learning to offer a course or program available through alternate electronic and satellite delivery, the installation may use the alternate electronic and satellite delivery program. In this instance, the program must be under the auspices of a memorandum of understanding. AFMC's education services officer may expedite this process by using the generic memorandum of understanding provided in attachment 4.

4.5.2.1.3. Consider cost effectiveness criteria contained in AFR 213-1 when providing tuition assistance for courses available through alternate electronic and satellite delivery.

4.5.2.1.4. The decision matrix (attachment 5) provides criteria for use of alternate electronic and satellite delivery programs.

**4.5.2.2. On-the-Job/Enlisted Specialty Training .** Follow AFR 50-23.

**4.5.2.3. Organic Training and Locally Funded Education/Training.** Follow AFR 50-8, *Policy and Guidance for Instructional System Development*, and AFMCM 50-14.

#### **4.5.2.4. Centrally Funded Training.**

**4.5.2.4.1. Allocation.** Upon receipt of quotas from course owners, the command training management team may make changes dictated by current requirements. The command employee development specialists in conjunction with the command training manager (functional representative) distribute (suballocate) the quotas to the centers. The center education and training organization produces a Report on Individual Personnel for each quota received. The center education and training organization notifies the requesting organization of training quotas. Return unused quotas to HQ AFMC/DPE in accordance with AFCAT 36-2223 as soon as possible and at least 30 days prior to class start date.

4.5.2.4.1.1. The center education and training organization submits a DD Form 1556 for each civilian selected for training. For ease of management, use the one page DD Form 1556 (cut sheet) for military personnel or no cost training. Specific time frames for submitting the completed DD Form 1556 are in accordance with the appropriate training regulation.

**4.5.2.4.1.2. Waiver .** Process requests for training attendance waivers according to the regulation applicable to the training in question.

**4.5.2.4.2. Cancellations or Substitutions.** The functional organization notifies the employee development specialist when the organization cannot use a quota. The employee development specialist contacts HQ AFMC/ DPE for redistribution or cancellation. Substitutions or cancellations should only occur in valid personal or mission emergency situations.

**4.5.2.4.3. No-Shows .** When a confirmed student fails to attend the class and does not provide appropriate justification, the center is charged a no-show. Civilians must provide a letter of justification for nonattendance, signed by the two-letter official, to HQ AFMC/DPE through the center education and training organization. Process military no-shows through the organization's squadron commander. Charge a no-show when the organization fails to turn in a quota or make a substitution within time limits directed by the education and training organization. Once the organization receives a quota and the supervisor signs the Report on Individual Personnel, it is critical that the supervisor ensures the individual's attendance. No-show rates are a factor in determining future allocations.

**4.5.2.4.4. Continued Service Agreement.** For civilian training that exceeds 80 hours, follow AFR 40-410.

**4.5.2.4.5. Active Duty Service Commitment.** For military personnel, follow AFR 39-18 and AFR 36-51.

#### **NOTE:**

Civilians also complete a DD Form 1556 for all formal training of eight hours or more. Also, prepare a DD Form 1556 for all training regardless of length, if it involves cost (in accordance with AFR 40-410). Military members submit a DD Form 1556 when requesting Air Force Institute of Technology courses and, as required, for Air Education and Training Command sponsored courses. Procure military locally purchased training in accordance with chapter five of this instruction.

**4.6. Course Maintenance .** For AFMC owned courses, follow the guidance in AFMCM 50-14.

## Chapter 5

### CENTER PURCHASED MILITARY TRAINING PROGRAM

Although this is a form of locally funded delivery, it is detailed separately because it reflects the recent adoption by AFMC of an innovative program for the local purchase of mission essential training for military members.

**5.1. Overview.** This chapter provides authority and guidance for local purchase of mission essential training for military members assigned to AFMC.

**5.2. Objective.** This program provides AFMC centers guidance on how to purchase mission essential training for military members that is not available through other sources.

**5.3. Policy.**

5.3.1. Training is purchased locally under this program only if no suitable equivalent is available from Air Force or DoD training sources.

5.3.2. Training is purchased under this program only when deemed mission essential by the member's unit commander.

5.3.3. Centers should use a priority ranking procedure to ensure only training most essential to mission accomplishment is acquired with the limited resources available under this program.

**5.4. Restrictions on Courses.**

5.4.1. Training purchased under this program should not exceed 80 hours of instruction.

5.4.2. Do not purchase preflight or flight training under this program.

5.4.3. Training may not be purchased under this program when foreign travel is involved.

5.4.4. Attendance at meetings, conferences or symposiums of technical, scientific, professional or similar organizations (AFR 30-9), is not authorized under this program.

5.4.5. If training purchased under this program includes instruction outside normal duty hours, prepare a commander's letter extending duty hours to cover the training.

5.4.6. College courses are not authorized under this program. College courses will be approved in accordance with AFR 213-1.

**5.5. Other Requirements.**

5.5.1. Airmen must have six months retainability following the completion of each course funded under this program.

5.5.2. Officers incur a six month active duty service commitment following the completion of each course funded under this program as specified in AFR 36-51, table 7, rule 1.

**5.6. Program Responsibility.**

- 5.6.1. HQ AFMC/DPEE manages this program, provides implementation guidance, establishes reporting requirements, and evaluates center implementation.
- 5.6.2. Center education and training organizations implement this program under the direction of the center education and training council.
- 5.6.3. The program administrator at each center is normally the DPEE/MSEE. A different program administrator within the center education and training organization may be designated.
- 5.6.4. The program administrator has approval authority for training under this program in accordance with AFR 177-102, *Commercial Transactions at Base Level*, paragraphs 21-34.
- 5.6.5. The program administrator ensures a cost effective source of training.
- 5.6.6. The program administrator counsels officers and processes active duty service agreements.
- 5.6.7. Commanders identify requirements to the program administrator as part of each center's priority ranking process.
- 5.6.8. The center education and training council reviews identified training requirements and establishes the center's training plan.
- 5.6.9. Commanders or delegate submit training requests to the program administrator on a DD Form 1556.

## **5.7. Funding.**

- 5.7.1. Funds expended for this program may be allocated by the center education and training organization or may come from unit funds. Report unit funds used for training to the program administrator.
- 5.7.2. The program administrator budgets for and executes the financial aspects of the program under the guidance of the education and training council. Units may reprogram their own funds to fund courses under this program.
- 5.7.3. Travel performed in conjunction with training under this program is funded by the member's unit.
- 5.7.4. Do not use tuition assistance funds, program element code 89732, for this program.

## **5.8. Obligation, Certification, and Payment.**

- 5.8.1. The program administrator prepares AF Form 616, *Fund Cite Authorization*, and forwards it to the accounting and finance officer.
- 5.8.2. The accounting and finance officer issues the fund cite authorization to the program administrator.
- 5.8.3. DD Form 1556 obligating education and training funds should be signed by the program administrator at Item 29. For unit funds, the unit fiscal officer or the accounting and finance officer signs Item 29. A signature in Item 29 certifies the availability of funds. The program administrator signs Item 33 to certify the training meets the requirements of this regulation.
- 5.8.4. The program administrator maintains a record of obligations incurred, both education and training and unit funded, and a record of the current unobligated education and training balance.



5.8.5. The training vendor bills the program administrator who certifies the invoice to indicate payment is due and forwards the certified invoice to the accounting and finance officer for payment.

5.8.6. The program administrator forwards a record of obligations incurred to the accounting and finance officer; at least monthly, when the fund cite authorization is completely obligated and at the end of the period of availability.

## **5.9. Reports.**

5.9.1. The center education and training organization maintains course files, including DD Forms 1556, on each course.

5.9.2. Each center provides a copy of the estimated requirement for education and training funded military training. This requirement is submitted as part of the installation financial plan.

5.9.3. Each center reports the number of enrollments approved and the dollars expended under this program quarterly to HQ AFMC/DPE. Reports must be submitted by the 20th working day following the close of each fiscal quarter. Reports should distinguish between education and training funded and unit funded courses.

5.9.4. Each center reports the ten courses with the most enrollments each year (regardless of source of funds) to HQ AFMC/DPE. This data is used to determine whether requirements exist for AFMC wide courses or if Air Education and Training Command support should be requested.

## Chapter 6

### COMMANDER'S MILITARY ACQUISITION TRAINING PROGRAM

The following establishes policies, responsibilities and procedures for the Commander's Military Acquisition Training Program. This program is designed to develop acquisition professionals who, in the future, will occupy top acquisition management positions. Commander's Military Acquisition Training Program is sponsored and administered by AFMC. It defines the eligibility procedures for admission to, criteria for participation in, and prescribes responsibilities for offices charged with program responsibility. It applies to all AFMC military personnel assigned to acquisition coded positions, as reflected in the manpower data system.

Commander's Military Acquisition Training Program is affected by the Privacy Act of 1974. 10 USC 8013 and EO 9397 authorize the maintenance, collection, use or dissemination of information subject to the Privacy Act and required by this publication. The requester will show upon request the affected individual a Privacy Act Statement for each form, format or form letter used to collect personal data, before asking for the information.

**6.1. Purpose.** This chapter provides authorization for AFMC military personnel funding acquired by the commander for college acquisition professional development courses. The purpose of taking these courses must be the award of an advanced degree in an acquisition discipline; both mandatory, elective, and prerequisite courses are covered by the Commander's Military Acquisition Training Program. Requests for doctoral degrees will be processed through the respective two-letter director and approved by the center command section. Acquisition disciplines, as determined by AFMC acquisition functional managers, include the following: program management; communications/ computer systems; contracting, purchasing, and industrial property management; systems planning, research, development and engineering; test and evaluation; manufacturing and production; quality assurance; acquisition logistics; and business, cost estimating and financial management. training will be at no cost to the individual. Courses covered by Commander's Military Acquisition Training Program will be funded 100 percent, to include tuition, matriculation fees, other special fees and required textbooks.

#### **6.2. General Information and Responsibilities.**

6.2.1. Education services offices counsel interested students, coordinate Commander's Military Acquisition Training Program activities, schedule applicable courses with on-base and off-base colleges and universities and monitor the performance of participating institutions. Education services officers and applicable institutions will provide special publicity for Commander's Military Acquisition Training Program courses.

6.2.2. Eligibility for the Commander's Military Acquisition Training Program is limited to military personnel who occupy acquisition-coded positions, as reflected in the manpower data system. When this fund is used for enlisted personnel, it will normally be used for acquisition-related training over and above certification requirements. Requests to fund degrees for enlisted personnel will be processed through the respective two letter and approved by the center command section.

6.2.3. HQ AFMC/DPEP is the office of primary responsibility for this program. Questions and requests for information or clarification regarding Commander's Military Acquisition Training Program will be resolved by HQ AFMC/DPEP. HQ AFMC/DPEE is responsible for coordination of

administrative oversight and delivery of the Commander's Military Acquisition Training Program at the bases.

### **6.3. Procedures for Funding.**

6.3.1. The education services officer will analyze potential participation in Commander's Military Acquisition Training Program, budget for the program and monitor its expenditures.

6.3.2. Program element code 72806 and expense element code 55320 will be used for command Commander's Military Acquisition Training Program training requirements. A different EEIC will be used to track civilian participation.

6.3.3. Eligible personnel apply for funds using AFMC Form 506, *Voucher for Funds for the Command Acquisition Training Program*. Cost of books, course tuition, and fees will be shown in the applicable blocks, added together and paid in full by AFMC.

6.3.4. HQ AFMC/DPEE, in coordination with other commands, will develop procedures to allow AFMC education services officers to work with education services officers at non-AFMC bases to fund and process AFMC Form 506 for similar training for AFMC personnel stationed at non-AFMC bases.

6.3.5. AFMC Form 506 will be used as the basis of certification and payment of this command training requirement. AF Form 616 will be used in conjunction with AFMC Form 506 to document and account for expenditure of Commander's Military Acquisition Training Program funds.

6.3.6. After verification of course eligibility, counseling on individual obligations, and retainability requirements, and after the officer has completed the applicable application forms, applicable remarks will be made in the individual's AF Form 186, *Individual Record-Education Services Program*, and course enrollment data will be entered in the automated education record.

6.3.7. Funding is not authorized for any course in which the student is receiving reimbursement in whole or in part where the payment would constitute a duplication of benefits from the US government. Veteran's Administration Education Benefits or Air Force tuition assistance are examples.

6.3.8. The education services officer reviews applications for Commander's Military Acquisition Training Program and determines eligibility for the use of these funds.

6.3.9. Eligible students enrolling in self-paced courses (correspondence and video cassette), which have been determined applicable and approved by the education services officer in advance of registration, will be reimbursed for tuition, books, and fees upon verification of course completion. Normal Air Force cost-effectiveness procedures apply to the Commander's Military Acquisition Training Program. It is the member's responsibility to provide the education services officer proof of occupying an acquisition-coded position.

**6.4. Noncompletions.** Personnel authorized enrollment in courses through Commander's Military Acquisition Training Program who withdraw, fail to pass the course with a grade of C or higher undergraduate and B or higher graduate, or fail to complete the course are required to reimburse total tuition and fees received.

**6.5. Active Duty Service Commitment.** An active duty service commitment of two years will be incurred by officers participating in Commander's Military Acquisition Training Program, as outlined in

AFR 36-51. The service commitment will commence on the day of course completion, as determined by the academic institution's beginning and ending dates, and will run concurrently with any other service commitment. Participating students will complete and provide the education services officer a copy of an AF Form 63. Education services officers will provide manning control the form 63, ensuring service commitments incurred by applicable personnel are properly entered in the military personnel data system. The AF Form 63 will be completed by the prospective student at the time AFMC Form 506 is completed and prior to its approval by an education services officer staff member.

**6.6. Reporting Procedures.** Education services officers will report enrollments in this program on the semiannual automated report under the appropriate undergraduate or graduate "other" category. Report expenditures as an attachment report. Additional, education services officers will be responsible for providing any information that may be required by HQ AFMC/DPEE in support of the commander's metrics.

## Chapter 7

### CAREER DEVELOPMENT PLAN CONCEPT, COMMUNICATION AND MAINTENANCE

**7.1. Background. Career Development Program Concept.** Objective 2-1 under AMC Goal #2 (Enable our People to Excel) calls for the creation, implementation and communication of career development plans for all AFMC military and civilian employees. The primary purpose of this chapter is to define the method of career development plan communication and maintenance. A career development plan is a broad scope application or road map for advancement that AFMC personnel, both military and civilian, can use in charting their careers. Career development plans encompass career progression through assignments/ experience and associated education and training. Specific education and training requirements are outlined in AFMC occupational training templates which are further defined in this instruction. The career development plan concept involves: Career development plan creation (development of road maps with specific focus on experience) and career development plan communication (distribution of these road maps across the AFMC organizational structure). HQ AFMC functional offices are responsible for the actual development of career development plans. Functional offices are encouraged to utilize the HQ AFMC/DPR suggested format for standardization purposes. Alternate formats, with functional specific development instructions, can be used to create career development plans. Existing guidelines such as: Office of Personnel Management X-118 (Qualification Standards), Acquisition Professional Development Program guidance, AFR 36-23 (Officer Professional Development), AFR 39-1 (Airman Classification), AFR 40-110 (Civilian Career Program Management), 1992 CSAF Career Field Review and AFMC occupational training templates are used to the maximum extent possible in creating AFMC career development plans to facilitate development and to prevent conflicting Air Force and AFMC guidance. HQ AFMC/DP is the office of primary responsibility for the AFMC career development program with HQ AFMC/DPR as office of primary responsibility for career development plan creation, communication and maintenance (to include metric analysis).

**7.2. Career Development Plan Communication Process.** The office of primary responsibility for career development plan communication (distribution) is HQ AFMC/DPR. Career development plans will be communicated (distributed) through the publishing distribution office as special publications. Additionally, a complete master set of career development plans (defined as all career development plans for both military and civilian personnel) will be forwarded to field DPE and MSE organizations. DPE/MSE organizations will establish a reference library for personnel access. HQ AFMC/DP will also maintain a master set of career development plans at HQ AFMC. HQ AFMC functional developers can maintain a file of their career development plans for reference and also distribute their career development plans to respective field functional organizations (work centers) to enhance personnel access. Examples of functional distribution are provided:

7.2.1. HQ AFMC/CI (Director of Corporate Information) can communicate their career development plans through base IM and SC functional offices.

**7.2.2. HQ AFMC/SG (Surgeon General).** The command training manager for medical and biological sciences can communicate SG career development plans to the medical treatment facility commanders who in turn can distribute the career development plans to senior corps representatives, occupational training managers and training monitors at the medical treatment facility.

HQ AFMC/SV (Morale, Welfare and Recreation) career development plans which include training and assignment requirements will be mandated by the Air Force Morale, Welfare Recreation and Ser-

vices Agency and AF/SV and are mandatory upon receipt by AFMC. HQ AFMC/SV can issue these career development plans directly to each AFMC morale, welfare and recreation squadron.

- Supervisors and employees can use career development plans for reference on training and education requirements and career progression opportunities (assignments/ experience). The use of career development plans for counseling purposes is not mandatory and there is no associated administrative requirement concerning career development plan review and utilization. Career development plans are only part of the AFMC career development program. Other personnel development tools including occupational templates can be used to determine specific education/training requirements and/or career broadening/ career field specialty change opportunities.

**7.3. Career Development Plan Maintenance.** Individual AFMC functional directors/representatives shall be responsible for an annual review/update of their respective career development plans to capture changing mission and career field requirements. HQ AFMC/DP will initiate this process reminding functional directors of their requirement to review/update their respective career development plans. The HQ AFMC functional owner performs this review by evaluating the career development plan against known mission requirements and other sources of relevant data such as changes in Air Force specialty code or civilian job series classification, command programs, training and education standards, HQ USAF career field guidance, regulations and personnel policy. Substantive changes required will be balloted. Functional developers should ballot career development plans through their respective functional channels. A career development plan is approved when balloted agencies have balloted 4 (somewhat agree) or above. Copies of successfully balloted career development plans will be forwarded to HQ AFMC/DPR for DP central file update and publication distribution office distribution to all command DPE/MSE organizations. Note: HQ AFMC/SV will annually ballot HQ Air Force Morale, Welfare Recreation and Services Agency provided career development plans for recommended changes and provide input to HQ Air Force Morale, Welfare Recreation and Services Agency as required. Interim changes to career development plans (outside of the annual review and ballot process-as required) can be made through coordination with HQ AFMC/DPR for publication distribution office distribution.

**7.4. Summary.** Career development plans form the AFMC career development program baseline. Continuous review and update by AFMC functional managers will ensure a viable program that meets the career reference needs of the entire AFMC work force. Direct any questions concerning career development plan concept, communication and maintenance to HQ AFMC/DPR.

## **Chapter 8**

### **ROLES AND RESPONSIBILITIES**

Every individual involved in education and training has the inherent responsibility for continuous process improvement. The partnership between the education and training community and the functional organizations ensures customer oriented and responsive education and training. Regardless of structure, each DPE/MSE is fully responsible and accountable for the full range of DPE/MSE responsibilities and deliverables.

#### **8.1. Command Education and Training Council.**

- 8.1.1. Implements and advocates the education and training process.
- 8.1.2. Allocates and commits resources in support of command education and training efforts.
- 8.1.3. Provides policy and program guidance for the education and training organization.
- 8.1.4. Ensures a consistent, cost-effective approach to command-wide education and training efforts.
- 8.1.5. Establishes education and training goals for the command.
- 8.1.6. Is chaired by HQ AFMC/CV.
- 8.1.7. Meets three times annually.

#### **8.2. Headquarters Training and Education Advisory Council.**

- 8.2.1. Provides functional guidance to the education and training community.
- 8.2.2. Aligns resources to support functional needs.
- 8.2.3. Meets with the command education and training council.

#### **8.3. Headquarters Education and Training:**

- 8.3.1. Serves as the focal point for AFMC education and training.
- 8.3.2. Performs as the executive agent for the command education and training council for the implementation of policy and program guidance.
- 8.3.3. Ensures continuous research and development of various media alternatives for the management and delivery of education and training.
- 8.3.4. Manages the needs assessment and requirements identification process including the consolidation and defense of those requirements.
- 8.3.5. Supports AFMC in acquiring and managing resources to accomplish the delivery of education and training.
- 8.3.6. Serves as the conduit for information flow between the education and training and AFMC functional communities.
- 8.3.7. Maintain and update education and training management tools (e.g., publications, bulletin board, data systems). Lead command efforts to implement a near term training management information system solution and influence development of an Air Force system.

- 8.3.8. Publish and maintain regulatory guidance and related documents.
- 8.3.9. Develop, manage and measure programs to achieve command goals and those established by the Command Education and Training Council.
- 8.3.10. Advocate for the education and training concept, mission, goals, objectives and requirements.
- 8.3.11. Administer the Training and Education Advisory Council.
- 8.3.12. Evaluates the command's education and training program.
- 8.3.13. Advises the commander of the education and training status of the work force.
- 8.3.14. Serves as a consultant or board member on command or Air Force level education and training panels or councils.
- 8.3.15. Approves lead center responsibilities.
- 8.3.16. Manages development and maintenance of core and overlay occupational templates.
- 8.3.17. Analyzes consolidated education and training requirements from a command-wide perspective to optimize methods and sources and determine and prioritize resource requirements.
- 8.3.18. Ballots occupational templates.
- 8.3.19. Identifies cross-occupational requirements to ensure inclusion in the established education and training process.
- 8.3.20. Identifies, plans for and integrates nontemplate education and training requirements (i.e., directed, system or new process).
- 8.3.21. Maintains liaison with functional office of primary responsibility for career development plans.
- 8.3.22. Manages the identification of centrally funded training requirements.
- 8.3.23. Manages the allocation of centrally funded training quotas.
- 8.3.24. Reviews, consolidates and submits funding documents (i.e., program objective memorandum, financial plans, execution documentation) in accordance with AFR 170-1, *Resource Manager's Handbook*.
- 8.3.25. Distributes funds to centers in accordance with the command training management plan.
- 8.3.26. Tracks and controls program element code 88751 training funds and keeps HQ USAF/DPCS advised of any reprogramming actions.
- 8.3.27. Acts as consultant and advocate to HQ AFMC/FMB and the AFMC Board Structure for center Major Force Program Mission Fund requirements.
- 8.3.28. Acts as education and training funds focal point for the command.
- 8.3.29. Manages the organic course development process.
- 8.3.30. Manages the organic course delivery process.
- 8.3.31. Manages the organic course maintenance process.

#### **8.4. Command Training Manager.**



- 8.4.1. Develops or assists development of command-wide education and training concept policy and implementation.
- 8.4.2. Develops and recommends standardized template processes, formats, policies, and instructions for distribution to occupational training managers.
- 8.4.3. Assists command employee development specialists to recommend policy for the determination of training requirements and the allocation of training resources for all assigned occupations.
- 8.4.4. Assists the command resource management officers to develop policy and provide guidance for the expenditure of funds and resources needed to conduct training programs.
- 8.4.5. Serves as a functional advocate for the training needs of assigned occupations.
- 8.4.6. Recommends lead center assignments for template development within assigned occupations.
- 8.4.7. Leads command education and training management support team in analysis for assigned occupations.
- 8.4.8. Works with the command resource management officers in the preparation of budget submissions to obtain the appropriate funds and assists in the allocations of those funds.
- 8.4.9. Reviews templates from applicable lead occupational training managers and obtains functional owners' and other stakeholders approval.
- 8.4.10. Convenes and facilitates command occupational review teams as requested by lead occupational training manager.
- 8.4.11. Serves as command focal point with outside organizations (i.e., Air Force Institute of Technology, Defense Systems Management College, Air Education and Training Command, Occupational Measurement Squadron, Human Resources lab and Air Staff)
- 8.4.12. Prioritizes command training requirements and optimizes methods and sources.
- 8.4.13. Serves as arbitrator to settle issues and controversies concerning assigned occupations.
- 8.4.14. Identifies cross series/Air Force specialty codes-occupational requirements and ensure notification of affected command training managers/ occupational training managers.
- 8.4.15. Works with the command course manager/lead occupational training manager to recommend development/delivery sources based on analysis of requirements.
- 8.4.16. Works with agencies outside the Air Force (i.e., Environmental Protection Agency, Occupational Safety and Health Administration) to ensure inclusion of appropriate occupational information on templates
- 8.4.17. Serves as command focal point for directed training issues (i.e., Inspector General or audit findings).
- 8.4.18. Maintains approved templates and ensures maintenance.
- 8.4.19. Establishes/participates in applicable training working groups/training planning teams.
- 8.4.20. Works with the lead occupational training manager/occupational review team in analyzing demographics information for assigned occupations.

- 8.4.21. Provides assistance/guidance to occupational training managers on template development/maintenance, policies/procedures, course development/delivery, and course quota allocations.
- 8.4.22. Ensures feedback of ballot comments to initiators.
- 8.4.23. Assists in development/implementation of career development plans as appropriate.

## **8.5. HQ AFMC/DPEE.**

- 8.5.1. Manages the command's base Education Services.
- 8.5.2. Manages the command's education services and military testing programs.
- 8.5.3. Manages the command's enlisted specialty training programs.
- 8.5.4. Manages the command's graduate education management system and the command derived education requirements system.
- 8.5.5. Manages the command's military classification and retraining.
- 8.5.6. Manages the command's officer and enlisted professional military education.
- 8.5.7. Budgets for the command's education services and professional military education.
- 8.5.8. Serves as career advisor and functional manager for all education services and enlisted specialty training personnel assigned to the command.
- 8.5.9. Serves as executive agent for central Air Force memoranda of understanding colleges and universities.
- 8.5.10. Reviews and approves/disapproves the implementation of the command's academic programs.
- 8.5.11. Provides guidance and direction for education services in accordance with AFR 213-1.
- 8.5.12. Provides guidance and direction on enlisted specialty training in accordance with AFR 50-23.

## **8.6. Headquarter's Functional Organizations.**

- 8.6.1. Provide functional expertise to the education and training organization.
- 8.6.2. Advocate for functional education and training needs.
- 8.6.3. Coordinate with HQ AFMC/DPE taskings to the center DPEs/MSEs.
- 8.6.4. Participate in the training and education advisor council and command education and training council.
- 8.6.5. Provide functional advocates (command training managers).
- 8.6.6. Review appropriate templates (using attachment 2 of this instruction as a guide) and course material for technical accuracy.

## **8.7. Center Education and Training Council.**

- 8.7.1. Manages and advocates for the education and training process locally.
- 8.7.2. Allocates and commits resources in support of command and local education and training requirements.

8.7.3. Implements policy and program guidance for the local education and training organization.

## **8.8. Center Education and Training.**

8.8.1. Develops/acquires, delivers and maintains education and training.

8.8.2. Implements the macroprocesses locally.

8.8.3. Establishes occupational review teams.

8.8.4. Develops templates for assigned occupations.

8.8.5. Submits annual budget and program objective memorandum requirements through the Financial Management Board or equivalent local review and approval process.

8.8.6. Manages local program execution within centralized management guidelines.

8.8.7. Serves as a conduit for information flow between the education and training and functional communities.

8.8.8. Advocates for the education and training concept, mission, goals and objectives.

8.8.9. Manages and evaluates the center's education and training program.

8.8.10. Advises the center commander of the education and training status of the work force.

8.8.11. Accepts lead center responsibilities.

8.8.12. Establishes center guidance, consistent with command policy, and administers the overall education and training program at the center.

8.8.13. Participates in the center education and training council.

8.8.14. Ensures center functional managers are aware of and committed to center occupational review team activity.

8.8.15. Develops the center training management plan.

8.8.16. Identifies, plans for and integrates nontemplate training requirements (i.e., directed, system or new process).

8.8.17. Validates and submits center funding requirements.

8.8.18. Establishes procedures for management of local training funds.

8.8.19. Identifies a representative for membership on the financial board structure.

8.8.20. Develops assigned course material in accordance with instructional systems development and AFMCM 50-14.

8.8.21. Delivers courses in accordance with instructional systems development and AFM 50-62, *Handbook for Air Force Instructors*.

## **8.9. Occupational Training Manager .**

8.9.1. Serves as program manager for training activities within assigned occupations.

8.9.2. Convenes and facilitates center occupational review teams for template development.

8.9.3. Analyzes assigned occupations to determine training needs.

- 8.9.4. Represents assigned occupations at command occupational review teams, as necessary.
- 8.9.5. Develops plans to meet training requirements.
- 8.9.6. Manages and advocates for center training programs.
- 8.9.7. Develops the center training implementation plan in conjunction with the resource management officers, employee development specialists and course developers/instructors.
- 8.9.8. Obtains template coordination.
- 8.9.9. Trains members of occupational review teams.
- 8.9.10. Assesses the need for template annexes.
- 8.9.11. Validates directed training requirements and develops implementation plans in conjunction with employee development specialists.
- 8.9.12. Coordinates transfer of template development responsibility.
- 8.9.13. Participates in the review, analysis and validation of center requirements.
- 8.9.14. Assists in the determination of best methods and sources.
- 8.9.15. Assists in prioritizing training requirements.
- 8.9.16. Assists resource management officer in seeking additional resources.
- 8.9.17. Facilitates and manages course development.

**8.10. Lead Occupational Training Manager.** In addition to duties outlined for occupational training manager, lead occupational training managers have responsibility to:

- 8.10.1. Establish and track milestones for template development/review.
- 8.10.2. Initiate data call.
- 8.10.3. Assemble and train lead occupational review team.
- 8.10.4. Develop template.
- 8.10.5. Coordinate/ballot templates and ensure dis-semination.
- 8.10.6. Resolve intercenter template disagreements.
- 8.10.7. Request the command training manager convene a command occupational review team, when necessary.
- 8.10.8. Maintain approved copies of templates with coordinating documentation.
- 8.10.9. Forward any nontemplate disconnects (i.e., union considerations, financial or legal) to the appropriate command training manager.
- 8.10.10. Coordinate transfer of template development responsibility.

**8.11. Center DPPE/MSEE.**

- 8.11.1. Conducts education services.
- 8.11.2. Manages enlisted specialty training.

- 8.11.3. Manages all officer and non-commissioned officer professional military education functions and responsibilities (excluding only airman leadership school).
- 8.11.4. Manages all education services and military testing programs.
- 8.11.5. Determines the need for local academic programs.

**8.12. Center Functional Organizations.**

- 8.12.1. Participate in the center education and training council.
- 8.12.2. Provide individuals to the center education and training organization (to serve as occupational training managers, instructors, course developers or in other training capacities) consistent with the level of support required by the customer.
- 8.12.3. Review applicable templates (using attachment 2 of this instruction as a guide) and course material for technical accuracy.
- 8.12.4. Furnish subject matter experts to the appropriate occupational review team.
- 8.12.5. Provide functional expertise to the education and training organization and occupational review teams.
- 8.12.6. Advocate for functional education and training needs.

CHARLES B. JACKSON  
Deputy Director, Personnel

## Attachment 1

### GLOSSARY OF TERMS

#### *Terms*

**Affected Center**—Those centers that have employees in the affected occupation or answered the data call.

**Annex**—A supplement to a core template that addresses center unique requirements not appropriate for inclusion in the core template. The annex format is the same as that used for core templates.

**Center Training Implementation Plan**—A scheme outlining the training activities to occur in the execution year and prescribed means.

**Centrally-funded**—Those training programs that are funded by Air Staff. Usually refer to programs managed by the employee development specialist (i.e., Air Education and Training Command, Air Force Institute of Technology).

**Command Course Manager**—The individual with primary responsibility for the management of the command organic training program for a group of related disciplines.

**Command Training Manager**—The headquarters' training program manager for one or more occupations who serves as the link between the functional population and the training organization.

**Course**—Body of knowledge (regardless of length) based on objectives, developed using the instructional systems development process. Courses may be related to a portion of a curriculum.

**Course Developer**—The individual with responsibility for course development. They should be an expert in instructional systems development. It is also desirable for them to have subject matter expertise in the area for which they develop courses.

**Core**—A template with command-wide application.

**Curriculum**—A group of courses that support the job performance requirements for a specified scope (i.e., occupation, discipline).

**Directed Training**—Training required as a result of: audits, Government Accounting Office action items, safety reports, or as levied by higher authority. This training may be a one-time effort or a continuing need that should be incorporated into a template.

**Discipline**—A breakout of a command function. Also a grouping of common occupations.

**Employee Development Specialist**—The individual with primary responsibility for the management of centrally funded training.

**Follow-on Systems Training**—Training required by AFMC employees that did not receive initial training. It is the responsibility of the education and training organization to ensure follow-on training is provided. It may be the responsibility of another organization or agency to provide the training as outlined in the training plan.

**Functional**—An organization, or an organization's representative, that is considered the major stakeholder for the performance of a particular type of work. Usually relates to a directorate at headquarters or a division at center level (e.g., logistics, requirements, test and evaluation).

**Education and Training Council**—A high level management council at each center whose exclusive focus is education and training.

**Initial Systems Training**—Training that provides the required knowledge skills and/or abilities for the orderly transition to a new system or process. Initial training is for all employees who will use the system or process before or at the time of implementation of each system/process increment. Initial training is the responsibility of the program office.

**Instructional Systems Development**—A deliberate and orderly, but flexible, process for planning and developing instructional courses/programs. (See AFR 50-8; AFM 50-2, and AFMCM 50-14.)

**Job Performance Requirement**—Duties or responsibilities required for successful performance of a job. Job performance requirements are descriptive, comprehensive and systematically organized processes that make up an occupation.

**Knowledge, Skills and Abilities**—Knowledge involves the use of mental processes that enable a person to recall facts, identify concepts, apply rules or principles, solve problems and think creatively. Skills involve physical or manipulative activities and often require knowledge for their execution. Skills are actions having special requirements for speed, accuracy or coordination. Abilities are the acquired proficiency to perform. Abilities require knowledge, skills, aptitude, and/or natural talent.

**Lead Center**—The center assigned responsibility for core or overlay templates, command-wide training and education, or other related function.

**Lead Occupational Training Manager**—The occupational training manager at the lead center for an occupation.

**Locally-funded**—Those programs that are funded by AFMC. Usually applied to training that is procured or contracted.

**Major Force Program Mission Funds**—Funds used to buy equipment, computer software, classroom and office supplies, printing, train-the-trainer instruction, contractor course development, and related resource requirements.

**Needs**—Training necessary to meet an occupation's job performance requirement.

**Occupation**—A vocation or profession. For the purpose of AFMC training, an occupation consists of job performance requirements from one series or AFSC (e.g., nuclear engineer); multiple series or AFSCs (e.g., program manager); portions of series or AFSCs (e.g., series 334 includes computer specialist, computer programmer, computer equipment analyst); or no series or AFSC at all (e.g., supervisor).

**Occupational Review Team**—A team established to analyze an occupation and develop a template.

**Occupational Training Manager**—The center program manager for all training activities for assigned occupations.

**Out-of-Cycle**—An unprogrammed requirement that arises outside of the budget cycles. Usually within the current fiscal year.

**Overlay**—A template that covers two types of command-wide situations -- (1) groups of job performance requirements that are common to several occupations and (2) groups of job performance requirements within a single occupation that define specialties found at multiple locations.

**Program Element Code**—Identifies a major financial program (e.g., 88751 identifies locally funded, 89732 identifies military tuition assistance, 84731 identifies professional military education).

**Resource Management Officer**—The principal funds advisor for the education and training organization on procedures and practices affecting resource management.

**Subject Matter Expert**—A person who has a thorough knowledge of an occupation.

**Support Team**—The command training manager and occupational training manager have a support team of permanent education and training staff to assist them in all aspects of their job. This team consists of the employee development specialist, resource management officer, education services officer, enlisted specialty training advisor, and command course manager at headquarters or course developers/instructors at center level.

**Template**—A comprehensive training management tool that identifies an occupation's training needs and corresponding training management information.

**Training Management Plan**—An annual plan developed to ensure the most effective and efficient use of all available training resources.

**Training Requirement**—A training need that has not been met (applied to an individual).



## Attachment 2

### TEMPLATE COMPLETION INSTRUCTIONS FOR AFMC FORM 53

- The following instructions specify data required to properly complete the template form. For ease of use, the template is divided into numbered blocks with corresponding instructions. Fill in all blocks in order to have a completed template.
- AS OF DATE - Enter the date of the most recent draft, with "Draft" in parenthesis, until approved.

**1. OCCUPATION** - Enter the title of the occupation, as determined by the occupational review team, for which the template is being developed (e.g., management clerk).

**2. CORE, ANNEX, or OVERLAY** - Check either *CORE* or *ANNEX* or write in *OVERLAY* to indicate the type of template. An annex includes those job performance requirements that are outside the scope of the core job performance requirements for the occupation. If *ANNEX* is checked, you must identify the annex in block one.

**3. PAGE** - Enter the page number of the template, as appropriate.

**4. AFFECTED SERIES/AIR FORCE SPECIALTY CODES** - List both the civilian occupational series and military Air Force specialty codes affected by this template's occupation. This may be a single series/Air Force specialty code, multiple series/Air Force specialty codes or specific parts of a series/Air Force specialty code (i.e., the 2010 series, Inventory Management, has been divided into several occupations for template development.)

**5. JOB PERFORMANCE REQUIREMENT** - Enter the job performance requirements. Job performance requirements describe what people must do to perform their jobs. Do not include any requirements that are pre-existing conditions to obtain the job. Number the job performance requirements using a decimal system, with each job performance requirement a whole number (i.e., 1.0, 2.0) and each knowledge, skill and ability a decimal number (i.e., 1.1, 1.2, 1.3).

**5a. LEVEL** - Group the job performance requirements based on the template level of the requirement. The levels to be used are Entry, Intermediate, Journeyman and Advanced. In block 5a, enter the appropriate level (ENTRY - ADVANCED). Group job performance requirements that apply to multiple levels at the lower template level. Do not include grade/rank on the template. However, the occupational review team must write the ENTRY level of the template to the basic knowledge level expected for grade/rank of the occupation. The use of each template level may not be appropriate for every occupation. This usage is to be determined by the occupational review team, as appropriate. As a guideline, the following definitions are provided:

**ENTRY:** The lower level tasks, duties and/or processes required to accomplish the job. This level requires a cursory knowledge of the requirements of the occupation. Constant monitoring is required while accomplishing the responsibilities of the job.

**INTERMEDIATE:** The mid-level tasks, duties and/or processes required to perform the job. This level requires overall knowledge of the occupation and with additional training and experience develops a detailed knowledge of the occupation. Occasional monitoring is required while accomplishing these responsibilities.

**JOURNEYMAN:** The upper level tasks, duties and/or processes required to perform the full spectrum of duties of the job. This level requires detailed knowledge of the occupation, ability to accomplish all job requirements independently, and provides guidance to entry and intermediate level personnel.

**ADVANCED:** The advanced level tasks, duties and/or processes required to be well versed in all aspects of the duties within an occupation. This level requires an expertise within the occupation demonstrating special skills and knowledge derived from training and/or experience. An individual may train to lower levels of the spectrum (as needed) to satisfy a particular job performance requirement. For example, an employee displaced, due to realignment or reduction-in-force, to a new occupation at the journeyman level may need to take certain courses corresponding to the *ENTRY* or *INTERMEDIATE* level to meet a specific skill/knowledge need.

**6. REQUIREMENT** - Identify the training for each job performance requirement required by regulation, public law, policy, mission, or for certification. Identify in the COMMENTS block the specific regulation, law, policy or certification program. Enter the appropriate symbol as follows:

Regulation/Manual

Law

Policy

Mission

Certification (e.g., Acquisition Professional Development Program and Production

Acceptance Certification)

NOTE: Use only the above symbols. If none of these conditions apply, enter "M" to designate a Mission requirement.

**7. METHOD** - Enter the method(s) by which the training is conducted from the following three basic groups:

Classroom ("C") - All methods requiring a stand-up instructor or facilitator, including distance learning and video-teleconferencing.

Self-Study ("S") - Those activities paced by the student, such as computer based training, interactive video, video tape and correspondence courses.

On-The-Job Training ("O") - Knowledge and skills based training conducted during actual performance of duties.

**8. SOURCE** - Enter the government course number (i.e., AETC, AFMC) and the title of the preferred course in the source column. Enter the course number and title of alternate sources in the comments column.

**9. PREREQUISITE(S)** - Enter all training by course number, education, and/or experience required before this segment of instruction. If there are no training prerequisites, enter the word "None."

**10. COST DATA** - Enter resource information as follows: For locally funded (i.e., contractor, off-the-shelf) courses enter the estimated dollar figure or published fees. For centrally funded (i.e., Air

Education and Training Command, Air Force Institute of Technology), enter "Bogey." For organic course delivery, on-the-job training and courses with temporary course numbers, enter "Organic."

**11. FREQUENCY** - Enter how often the course is required and when the requirement should be met (e.g., "one-time," "one-time within the first year" or "within 30 days of assignment and annually thereafter").

**12. COMMENTS** - Enter any information that clarifies or adds to the understanding of this template. This may include the office of primary responsibility for the courses, any unique requirements for training, special equipment, regulations or public laws that relate to a specific job performance requirement, and similar information.

**13. LEAD CENTER** - Enter the center name and occupational training manager.

**14. ORGANIZATION** - Enter the organizational symbol of the office of primary responsibility.

**DSN** - Enter the office of primary responsibility's DSN.

### **Attachment 3**

#### **TEMPLATE APPROVAL PROCEDURES**

**A3.1.** After the lead center has locally coordinated the draft template, forward it to HQ AFMC/DPE and all centers for review and comment. Comments will reflect exceptions taken with a template.

**A3.2.** The lead center will incorporate appropriate comments and address unincorporated comments.

**A3.3.** The lead occupational training manager will prepare a ballot for the template and send it to the affected centers and HQ AFMC/DPE. This ballot allows the stakeholders to vote on the template using a scale that ranges from "1" (strongly disagree) to "6" (strongly agree). (NOTE: Recognizing that the stakeholders are all employees and supervisors, DPE/MSE directors in the command including HQ AFMC/DPE cast the vote to reflect results of local staffing. Accomplish local staffing by occupational review team procedures or locally developed alternative procedures.) Return completed ballots to the lead occupational training manager with a copy to HQ AFMC/DPE.

**A3.4.** After receipt of the ballots, the lead occupational training manager tabulates votes in the form of a spreadsheet, referred to as a decision matrix. Resolve any vote that is a 3 (somewhat disagree) or lower and elevated to a 4 (somewhat agree) or above. The resolution process will begin with the lead occupational training managers and then elevated to the command training manager level when there is no consensus. If necessary, elevate the issue to the appropriate DPE branch chief at headquarters. (NOTE: The lead occupational training manager will "Bank" delinquent comments (usually after 30 days or as agreed upon by the education and training directors) until the annual update cycle. If a center foresees any delays in forwarding comments to the lead center that center will negotiate an extension with the lead center.

**A3.5.** Communicate changes made to the template to all stakeholders for acceptance/balloting. (NOTE: Those centers that did not respond or get an extension by the due date will receive a copy of the template, but are excluded from further balloting during this cycle.)

**A3.6.** If a disagreement within the balloting process is unresolved, it then becomes an issue. Issues become prime topics for a directors' meeting, teleconference or video teleconference. Document the nature of the issue in an issue paper and forward to all stakeholders prior to a scheduled directors' meeting. Also, the decision matrix will accompany the issue paper. After discussing the issue, the directors take a vote and render a decision. The lead occupational training manager then closes the issue.

**A3.7.** After successful balloting (all issues resolved) and all levels are complete, the lead center forwards an approval letter and a copy of the approved template to all centers and HQ AFMC/DPE for appropriate dissemination. Each center should determine its own dissemination procedures. At this point a template is complete.

#### **SAMPLE COMMAND BALLOT**

REVIEWING CENTER: \_\_\_\_\_

NAME OF REVIEWER: \_\_\_\_\_

DATE: \_\_\_\_\_

NAME OF STAKEHOLDER: \_\_\_\_\_

DSN: \_\_\_\_\_

PLEASE CONSIDER ATTACHED DOCUMENT AND GRADE AS FOLLOWS:

1 = STRONGLY DISAGREE 4 = SOMEWHAT AGREE

2 = DISAGREE 5 = AGREE

3 = SOMEWHAT DISAGREE 6 = STRONGLY AGREE

Consider your responses in light of potential impacts on your organizations and on AFMC. Please include in the comments area your reasoning and alternate recommendations for those areas that you scored 1, 2, or 3 (indicating disagreement). Use separate sheets if necessary.

OCCUPATIONAL TEMPLATE OR COMMAND DEVELOPMENT PLAN

SERIES & Air Force Specialty Codes: \_\_\_\_\_

TITLE: \_\_\_\_\_

123456

COMMENTS:

REVIEWING CENTER STAKEHOLDER'S

SIGNATURE: \_\_\_\_\_

## **Attachment 4**

### **MEMORANDUM OF UNDERSTANDING**

BETWEEN THE  
UNITED STATES AIR FORCE  
AND

---

(Enter name of Institution)

The United States Air Force and (enter name of institution here) agree to offer the (enter Bachelor/Master of Arts/Science here) degree in (enter actual degree program here) or general course work from the (enter the degree program the courses are extracted from here) degree program at (put the name of your Air Force Base here) Air Force Base. Course(s)/program(s) are to be offered on-base through the existing Air Force agreement with subscription to an alternate electronic or satellite delivery program.

This Memorandum Of Understanding verifies that the program offered by aforementioned institution through the Alternate Electronic and Satellite Delivery is not offered on base by another academic institution under the auspices of a Memorandum Of Understanding with the United States Air Force. In addition, it is not available in a format desired by subject installation from any other provider operating under a central Air Force Memorandum Of Understanding administered by one of the Major Command Directors of Education and Military Training on behalf of Headquarters Air Force.

Should the same/similar program be available in the local community, cost effectiveness criteria established by HQ USAF for military personnel, or by HQ USAF, the MAJCOM, or the base for civilian employees, should be applied.

Academic courses/programs offered under the auspices of this Memorandum Of Understanding are administered in accordance with DoD Directive 1322.8, AFR 213-1 and other applicable Air Force regulations and publications. The Memorandum Of Understanding, and any updates to it, are approved and maintained by HQ AFMC/DPEE/DPEO; a copy is provided to the appropriate functional branches. At the installations, it is administered and updated periodically, as required, by the installation Education and Military Program Officer.

FOR (\_\_\_\_\_) AIR FORCE BASE:FOR HEADQUARTERS USAF:

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YOUR NAME AND GRADENAME AND GRADE OF HQ AFMC/DPEE

Education Services OfficerChief, Education and Mil Training

Name of Your Air Force BaseHQ AFMC/DPEE



## **Attachment 5**

# **CRITERIA FOR USE OF ALTERNATE ELECTRONIC AND SATELLITE DELIVERY (AESD) COURSE AND PROGRAMS**

**Table A5.1. Alternate Electronic Courses.**

<b>POTENTIAL STUDENT CATEGORY</b>	<b>SAME/SIMILAR PGM AVAILABLE ON BASE</b>	<b>SAME/SIMILAR PGM AVAILABLE-OFF BASE</b>	<b>SAME/SIMILAR PGM NOT AVAILABLE ON/OFF BASE</b>	<b>COMMENTS AND OBSERVATIONS</b>
<b>Civilian-Personnel</b>	AESD courses and programs cannot be offered on base without installation commander approval (see comment at right).	1. AESD courses and programs may be offered if they are not already available on base. Cost effectiveness rules apply.	1. AESD courses and programs may be offered if they are not already available on base. Cost effectiveness rules apply.	1. Commander decisions should rely on analyses and recommendations provided by the ESO.
<b>Military Personnel</b>	AESD courses and programs cannot be offered on base without installation commander approval (see comment at right).	1. AESD courses and programs may be offered if they are not already available on base.	1. AESD courses and programs may be offered if they are not already available on base.	1. Commander decisions should rely on analyses and recommendations provided by the ESO.
		2. Student may attend local program. ESO only funds 75% of tuition, up to 75% of \$250 per credit hour/ unit. Tuition assistance cannot cover books or special fees.		2. Unit funds may not pay balance of tuition, books or fees if USAF tuition assistance is used; would be in violation of law.  Unit/installation may fund 100% of tuition, books and fees, if course is treated as job-related training. Unit training funds must be used for this provision to apply.

		3. Student may attend AESD program. ESO only funds 75% of local/AESD tuition, whichever is less, up to 75% of \$250 per credit hour/unit. No books or special fees may be covered.	3. Student may attend AESD program. ESO only funds 75% of AESD tuition, up to 75% of \$250 per credit hour/unit. Tuition assistance can not cover books and special fees.	3. Unit funds may not pay balance of tuition, books or fees if USAF tuition assistance is used; would be in violation of law.  Unit/installation may fund 100% of tuition, books and fees, if course is treated as job-related training. Unit training funds must be used for this provision to apply.
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- Note: This table applies to academic course/degree programs only.
- ESO - Education Services Officer.